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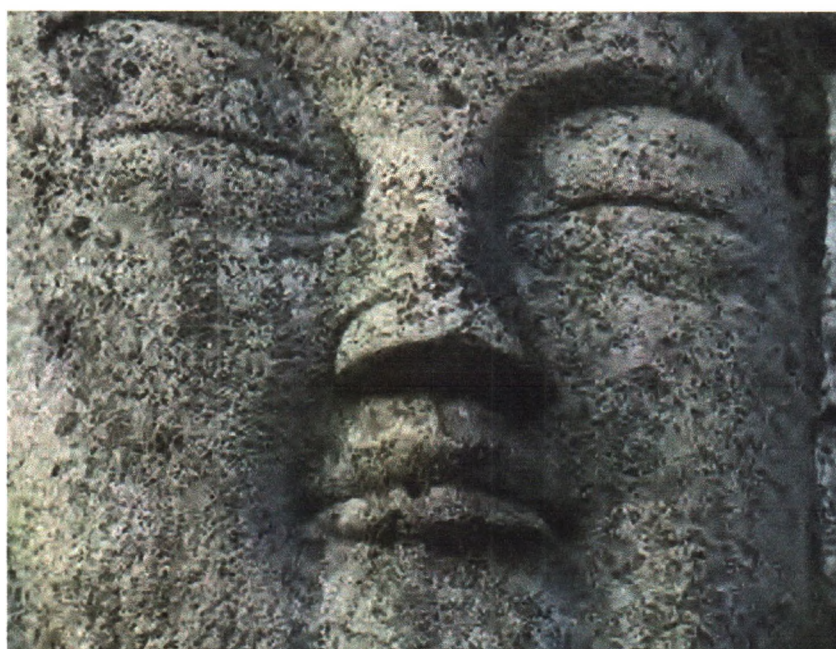
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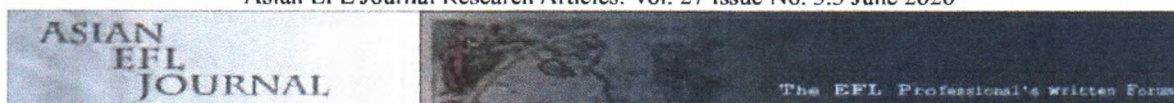
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Improving Student's Writing Skill using Serial Images as Learning Media

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Abstract

This research aims to describe the effect of serial picture media in improving student's writing skills. This study used experiment approach by involving a control and an experiment group. The participants were 56 students of foreign language education department were divided into two groups, each group consisted of 28 students. Learning process by using serial

picture media was organized during 6 meetings. Student's writing skill was measured using writing test. The data was analyzed using t-test analysis. Finding shows that serial picture media affects positively to student's writing skill. The media can help students to develop and memorize various idea in writing.

Keywords: *Learning media, Serial Pictures, writing skill.*

Introduction

Language is a communication tool that is very important, because through language humans can interact with each other. Interaction itself is a form of communication in the form of language. Language plays a big role in the thinking process because all kinds of ideas and ideas are expressed in language. The ideas and ideas poured through language are the forerunners of the development of science and technology today. By language, people can interact with each other. Interaction itself is a form of communication in the form of language. Language as a tool that can be used to express ideas, feelings, and ideas to others. Language can also be used to express feelings of pleasure and feelings of confusion or feelings of sadness.

Foreign languages has become a research topic that is widely studied by many researchers by using various approaches (Mantiasiah et al., 2019; Jufri et al., 2019; Sari, 2019; ofyan & Mushriah, 2019). One of foreign languages which is widely studied is a German language. In learning German, there are four language skills that need to be mastered and developed, namely: listening skills (Hörverstehen), speaking skills (Sprechfertigkeit), reading skills (Leseverstehen), and writing skills (Schreibfertigkeit). In addition to these four aspects, there are two abilities, namely grammar (Strukturen) and vocabulary (Wortschatz). One of skills which is really hard to be mastered is writing skill. Some previous studies show that students faced various problems in writing skill such as lack of idea in developing a paragraph, lack of understanding of vocabularies, and poor understanding related the grammar (Mantiasiah & Yusri, 2020; Romadloni et al., 2017; Li & Ruan, 2020; Fadhly & Ratnaningsih, 2018; Solfiyatuazzahro et al., 2019).

One of the learning media that needs to be applied in overcoming the difficulties of students in writing skills is serial images (Dalle, 2019; Ningsih et al., 2019; Indriastanto, 2019). The media of serial image is one of the media in which students write based on a serial of images consisting of two or more images that are one story. An image or serial of images can be used as material to compose a German essay. There are previous studies conducting this learnin media, and most of them show that this media can improve student's writing skill.

Serial pictures are a serial of images consisting of two or more images which are a single story. An image or serial of images can be used as material to compose an essay. Dalle (2019) states that images with a serial of activities or stories that are presented sequentially. Students practice describing each image, the results of the description of each image when arranged will be a complete essay. In line with Dalle, Indriastanto (2019) states that serial images are a number of images that depict the atmosphere being told and show continuity between one image and another.

This media is very suitable for practicing written expression skills. The use of serial image media in learning can focus students in accepting material so that students are not easily bored in the learning process. This media is also used to stimulate the minds of students to be able to express their ideas and ideas more creatively (Haryani et al., 2018; Asfah, 2019; Damayanti, 2019). Moreover, it can be concluded that serial images are two-dimensional visual media consisting of several images which are a serial of specific events that have a single story between one image and another. Serial pictures can train and sharpen students' imagination which is then written in writing.

The serial image is a learning media which in its application requires steps so that the presentation can go on as it should. The following are steps to use serial image learning media, namely: (1) the teacher conveys the goals to be achieved and the learning material briefly, (2) the teacher divides students into seven groups, each group consists of four students, (3) the teacher explains the media learning serial pictures, (4) each group representative takes serial pictures related to the learning material. Then each group observes the serial of drawings, (5) after being observed, each group writes a German essay based on the serial of images, (6) after completing the essay, each group representative reads a simple essay of the German language that has been made.

Research Method

This study used experiment approach by involving a control and an experiment group. This study was conducted using the Pre-test and Post test group design. There are previous studies which used this research design (Mantasiah, 2018; Dalle, 2019; Yusri et al., 2017). The participants were 56 students of foreign language education department were divided into two groups, each group consisted of 28 students. The experimental group was given treatment using serial picture learning media, while the control group was treated using conventional learning. Learning process by using serial picture media was organized during 6 meetings. Student's

writing skill was measured using writing test. The data obtained were analyzed using inferential statistical analysis to test the hypothesis using the t-test.

Result and Finding

Based on the values obtained from the results of experimental group, the mean of the 28 students is 40 (the highest value is 57 and the lowest value is 29). Data frequency distribution can be seen in table 1 below:

Table 1.

Frequency Distribution and Percentage of Value of Experimental Class Pre-Test

No.	Class Interval	Frequency	Percentage (%)
1	29 - 33	7	25
2	34 - 38	0	0
3	39 - 43	12	43
4	44 - 48	0	0
5	49 - 53	0	0
6	54 - 58	9	32
Total		28	100

Pre-test data of experimental group shows that of 28 students, there were 7 students (25%) obtained grades in the interval class with a range of 29-33, 0 students (0%) obtained grades in the class interval with a range of 34-38, 12 students (43%) obtained grades in the interval class with a range of 39-43, 0 students (0%) obtained grades in the interval class with a range of 44-48, 0 students (0%) obtained scores on interval class with a range of 49-53 and 9 students (32%) obtained grades at intervals of classes 54-58.

Based on the frequency distribution table, it can be concluded that most of students are in intervals of 39-43 with a frequency of 12 students with a percentage of 43%. The value obtained from the control group shows that the mean of 28 students is 73.33 (the highest value is 90 and the lowest is 60). Data frequency distribution can be seen in table 2 below.

Table 2

Frequency Distribution and Percentage Value of the Control Class Pre-Test

No.	Class Interval	Frequency	Percentage (%)
1	29 - 33	6	21,43

2	34 - 38	0	0
3	39 - 43	9	32,14
4	44 -48	0	0
5	49 -53	0	0
6	54 -58	13	46,43
Total		28	100

Pre-test data of control group shows that there were 6 students (21.43%) obtained grades in the interval class with a range of 29-33, 0 students (0%) obtained scores on interval class with a range of 34-38, 9 students (32.14%) obtained grades in the interval class with a range of 39-43, 0 students (0%) obtained grades in the interval class with a range of 44-48, 0 students (0%) obtained grades in the interval class with a range of 49-53 and 13 students (46.43%) obtained grades in the interval class 54-58. Based on data, it can be concluded that most of students are in intervals of 54-58 with a frequency of 13 students with a percentage of 46.43%.

After the experimental class was given treatment (the application of serial image learning media) and the control class used conventional learning. The two classes were given a post-test to see the level of German writing skills of each class after learning. Post-test data of experimental class shows that mean of 28 students was 66.64 (grade the highest is 86 and the lowest is 57). Data frequency distribution can be seen in table 3 below:

Table 3

Frequency Distribution and Percentage of Experimental Class Post-Test Value

No.	Class Interval	Frequency	Percentage (%)
1	57 - 61	13	46,42
2	62 - 66	0	0
3	67 - 71	11	39,29
4	72 - 76	0	0
5	77 - 81	0	0
6	82 - 86	4	14,29
Total		28	100

The data shows that of the 28 students there were 13 students (46.42%) obtained grades in the interval class with a range of 57-61, 0 students (0%) obtained scores on interval class

with a range of 62-66, 11 students (39.29%) obtained grades in the interval class with a range of 67-71, 0 students (0%) obtained grades in the interval class with a range of 72-76, 0 students (0%) obtained grades in the interval class with a range of 77-81 and 4 students (14.3%) obtained grades at the interval class with a range of 82-86. Based on the data, it can be concluded that most of students are in intervals of 57-61 with a frequency of 13 students with a percentage of 46.43%

Post-test data of control group shows that mean of 28 students is 51 (the highest score is 71 and the lowest is 29). Frequency data distribution can be seen in table 4:

Table 4

Frequency Distribution and Percentage of Control Class Post-Test Values

No.	Class Interval	Frequency	Percentage (%)
1	29 - 35	3	10,72
2	36 - 42	0	0
3	43 - 49	8	28,57
4	50 - 56	0	0
5	57 - 63	15	53,57
6	64 - 71	2	7,14
Total		30	100

The data describes that there are 3 students (10.72%) obtaining scores in the interval class with a range of 29-35, 0 students (0%) getting scores interval class with a range of 36-42, 8 students (28.57%) obtained grades in the interval class with a range of 43-49, 0 students (0%) obtained grades in the interval class with a range of 50-56, 15 students (53.57 %) obtained grades in the interval class with a range of 57-63 and 2 students (7.14%) obtained scores in the interval class 64-71. Based on the frequency distribution table, it can be concluded that most of students are in the 57-63 interval of 15 students with a percentage of 53.57% .

Learning is carried out for 6 meetings after giving a pre-test in each class. In the experimental class, students are taught by using serial of instructional media while the control class is taught using conventional learning. The normality test on the pre-test data of both classes showed that the experimental and control classes had chi-square counts each smaller than the chi square of the table, $\chi^2_{count} < \chi^2_{table}$ ($-157,675 < 11.07$ and $-165,522 < 11.07$), so that the pre-test data distribution is declared normal. Homogeneity test on the pre-test data of both classes shows that the experimental class and control class have F counts

smaller than F table, $F_{\text{count}} = 1.12 < F_{\text{table}} = 5.05$, because F_{count} is smaller than F_{table} ($F_{\text{count}} < F_{\text{table}}$) it is concluded that both the experimental and control pre-test samples have the same or homogeneous variance.

Differences in learning outcomes are shown by the average value of the experimental class 66.64 while in the control class 51. The difference in the two classes is also indicated by the results of the post-test t-test where the t-count (5.54) $>$ t-table (2.005) with the level significance of 0.05 . Based on hypothesis testing criteria that is rejected H_0 if t-count $>$ t-table, and accepted H_1 if t-count $<$ t-table thus H_0 in this study which says the use of serial image learning media is not effective in improving German writing skills of the Students of Foreign Language / German Education Department are rejected where t-count (5.54) $>$ t-table (2.005).

As a consequence of the rejection of H_0 , H_1 in this study is the use of serial picture learning is effective to be implemented in writing class. Based on the results of research conducted in each class meeting, the experimental class requires students to be able to play an active role in gaining the opportunity to develop their own knowledge so that they gain a deeper understanding and more varied learning processes. Improved learning outcomes achieved by the experimental class due to a more pleasant learning atmosphere. Students can play while learning by using serial picture learning media so as to trigger students' interest and enthusiasm in participating in the German learning process in the classroom. Serial picture learning media is considered effective because there are structured activities for each meeting. lecturers simply explain briefly about the material to be taught using serial image learning media.

In contrast to the experimental class that uses serial image learning media, in the control class conventional learning was applied in which the learning culture developed in the control class was listening and taking notes so as to make the learning atmosphere boring. One of the conventional learning media used is the blackboard. With a blackboard, the lecturer write the material presented and students will be asked to write it down. From this situation it can be concluded that conventional learning is not effective, one of which is the ineffectiveness in optimizing meeting time in the learning process. From all the descriptions above, it can be seen that in general, the use of serial image learning media is effective in improving German language writing skills for students in the Department of Foreign Language.

Conclusion

Finding shows that serial picture media affects positively to student's writing skill. The media can help students to develop and memorize various idea in writing. In writing, all

elements of language skills must be fully concentrated in order to get the better results. By using this learning media, it will help teacher and students to grasp all of elements of language skills. Another finding of this study shows that the use of serial picture learning media should be integrated with various cooperative learning such as two stay-two stray model, team games tournament, and others learning model. The use of various learning model can motivate students in learning process.

Pedagogical Implication

The findings of this study will be useful in improving the quality of foreign language teaching, not only german language teaching but also other foreign language teaching such es English, Chinese, and others. Problems of this study are not only faced by Indonesian students, but also students is other countries who are studying German and other foreign languages. Therefore, finding of this study is expected to be able to be applied globally. Although this study is highly concerned only on the application of serial image media in writing class, but it cannot be denied that this learning media can also be applied in other subjects, such as reading course, speaking course, and etc.

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